November 2012

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The Kentucky Department of Education's mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.

Superintendent Webinar

The next Superintendent Webcast is scheduled for **November 26, noon to 1 p.m. ET**.
Link to Recordings of September 20 and October 23 Superintendents' Webcasts: If you were unable to participate in the most recent superintendents' webcasts, you can access the recordings of September 20 and October 23 at the following link: http://education.ky.gov/CommOfEd/web/Pages/default.aspx

ISN Monthly Webcast

The next ISN webcast is scheduled for November 26 at 3:30 p.m. ET. The topics will include standards, professional learning, innovations and Program Reviews.

Following is the link to the ISN Webcasts for September 7 and October 11 and accompanying PowerPoints: http://education.ky.gov/school/Pages/ISN-Webcasts.aspx

Kentucky Board of Education (KBE) Update

On October 8, the board participated in a study session related to the new Professional Growth and Effectiveness System (PGES). As part of the session, Steve Cantrell, Ph.D., head of Research and Evaluation for the Gates Foundation, presented the key findings of the Measures of Effective Teaching Project (MET) that focus on developing and testing multiple measures of teacher effectiveness. The goal of the project is to improve the quality of information available to education professionals to help them build fair and reliable systems for teacher observation that can be used for a variety of purposes, including feedback, development and continuous improvement.

Education Commissioner Terry Holliday indicated that recommendations will come forward to the board in the future based on national research, piloting of the new system by school districts and work of the two statewide steering committees regarding decisions on weighting of measures and other factors. Questions on the PGES may be directed to Felicia Smith at felicia.Smith@education.ky.gov or Cathy White at cathy.white@education.ky.gov .

To access the materials for the Oct. 8-9 meeting, go to the following web address: http://portal.ksba.org/public/Agency.aspx?PublicAgencyID=4388&AgencyTypeID=1.

To view a recording of the actual meeting, go to the following web addresses:

Video Stream Day 1: mms://video1.education.ky.gov/On-Demand2012/KBE_10-8-2012.wmv
Video Stream Day 2: mms://video1.education.ky.gov/On-Demand2012/KBE_10-9-2012.wmv

Actions from the October KBE meeting:
- **Adopted Teaching Conditions Standards --** These are state standards for teaching conditions so that districts and schools understand the key elements of building a positive school climate. The standards are organized around the areas in the Teaching Conditions Survey (i.e., use of time, facilities/resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development and instructional practices/support). If you have questions, contact Carol Leggett at carol.leggett@education.ky.gov.

  District Implications: These standards, used in tandem with the TELL Kentucky Teaching Conditions survey data; will support school improvement efforts across the state. To see the standards, click on the following link to the Kentucky Board of Education meeting and then go to item XVII: http://portal.ksba.org/public/Meeting.aspx?PublicAgencyID=4388&PublicMeetingID=7897&AgencyTypeID=1. For more information, contact Carol Leggett at carol.leggett@education.ky.gov.

- **Approved 704 KAR 7:151**, **Repeal of 704 KAR 7:150, Secondary GED Program --** In light of the state's college- and career-readiness focus that offers multiple strategies to support persistence to graduation for all students, the board approved the repeal of the secondary GED program. However, to give those districts that are operating these programs time to transition to new strategies, the program will be allowed to continue through the end of the 2013-14 school year.

  District implications: No new programs will be approved. Districts must phase out their programs and seek different options for addressing the needs of students who are at risk of dropping out. For more information, contact April Pieper at april.pieper@education.ky.gov.

- **Approved 701 KAR 19:002, Alternative Education Programs** -- This regulation establishes the minimum program requirements for the operation of alternative education programs in school districts and will allow the collection of data to inform ongoing efforts to assure effective alternative programs for all students. It requires that alternative programs are aligned with college- and career-readiness outcomes for all students.

District implications -- Districts must follow the guidelines established in the regulation in order to ensure that all students graduate college- and career-ready. For more information, contact Debbie Hendricks at debbie.hendricks@education.ky.gov.

- **Approved KAR 5:140, Guidelines for Districts of Innovation** -- This regulation implements the requirements of House Bill 37 related to Districts of Innovation. It outlines the various aspects of the application process and is designed to have a significant impact on improving proficiency and college readiness by allowing selected districts and schools flexibility in how they provide instruction.

   District implications: A district may apply to be a District of Innovation, which will allow greater flexibility to implement innovative strategies to improve student learning. For more information, contact David Cook at david.cook@education.ky.gov or visit http://education.ky.gov/school/innov/Pages/default.aspx.

- **Approved revised version of 704 KAR 7:160, Use of Restraint and Seclusion in Public Schools** -- There are many misconceptions in the field about what this regulation allows and doesn't allow. A Q&A document is <u>attached</u>. For more information, contact Robin Chandler at robin.chandler@education.ky.gov.

Unbridled Learning Update

Kentucky Core Academic Standards (KCAS) [KDE CCR and Proficiency Strategy]: State regulation 704 KAR 3:303, Required Kentucky Core Academic Standards governs standards in our state.

The KCAS **include** the new English/languages arts and mathematics Common Core Standards, as well as all of the other (former) *Program of Studies 2006* (POS) areas.

Districts have asked, "What about *Core Content for Assessment 4.1*?" Because our former statewide assessment was limited to only multiple choice and open response items (on the Kentucky Core Content Tests), it also limited what could be reliably and validly assessed (e.g., you can't assess a 'performance' or some 'skills' with a paper and pencil assessment — for example, designing or carrying out a scientific experiment, presenting a persuasive speech). Because of those limitations, the *Core Content for Assessment (CCA) 4.1* was developed to indicate those standards that could and would be assessed on the state tests (CCA was never the 'legal' set of standards -- or even the most important; it simply outlined what could be validly and reliably assessed based on our standards, the POS.)

With the **new ELA and math standards** (within KCAS) and with new assessments (K-PREP, EPAS, EOC), all standards can and may be assessed; thus, there is no need for a separate document just for assessment purposes (i.e., CCA).

Given that Kentucky no longer assesses practical living/career studies and arts & humanities with a written summative statewide assessment, the CCA for those areas is irrelevant. The Program Reviews should capture the breadth of those standards (also in KCAS). Demonstration and mastery of the content in these areas should be evident in the body of evidence in Program Review examples of student work.

The **CCA 4.1 is still 'appropriate' ONLY for grades 4-8 in science and social studies** as Kentucky is limited to the Core Content parameters until new standards in those areas are adopted. In high school, the end-of-course exams and the ACT are the assessments used.

See the attached document for an update on the standards adoption and implementation processes for the KCAS.

Report gives insight into state of common core implementation: The majority of the 46 states signed on to implement the Common Core State Standards are developing curriculum materials and other teaching resources, according to a recent report. Still, only four of those states said they actually require districts to use materials aligned with the standards. The report also found that less than 50 percent of states have aligned their high-school graduation requirements with the standards.

http://blogs.edweek.org/edweek/curriculum/2012/09/state%20survey%20on%20implementation.html

Program Reviews
Updated rubrics: Updated rubrics are available on the KDE Program Review website.

K-3 Program Review Training: The first training of the **K-3 Program Review** is now available. All of the resources (PowerPoint presentation, K-3 rubric and agenda with guiding questions for discussion) can be found on the Program Review webpage.

World Language Program Review: With the world language Program Review scheduled to be piloted in 2013-14, field-tested in 2014-15 and included in accountability in 2015-16, KDE encourages districts and/or schools without proficiency-based world language programs to begin planning for their implementation. First steps might be to:
- determine a language policy and proficiency targets based on KDE's Standard for World Language Proficiency
- assess local needs and community resources
- examine other districts' K-12 programs
- form partnerships with universities, cultural centers and businesses
- consider applying for one of KDE's grants for planning or implementing an immersion program

For additional information, contact Jacque VanHouten at jacqueline.vanhouten@education.ky.gov.

CIITS (KDE Proficiency Strategy)
2012 ACT data in CIITS: ACT data for 2012 is now available in CIITS. Districts and schools may access this report by logging into CIITS and clicking on the School and District Data Tab. Under the drop-down for Report Builder, choose Pre-Formatted Report, then Standardized Assessment Reports. This will go to the Report Generator, where a report can be run for 2011-12 ACT data.

School/district CIITS usage reports: In order to monitor CIITS usage and progress toward meeting Race to the Top performance measures, educators can now access specific CIITS usage information by following the steps below.

After logging into CIITS, click on the link in the left column for the CIITS Training Opportunities page. Click on the About CIITS/Support tab (you may also bookmark this page in your browser for future reference). Near the bottom of the page, there will be a link to the Detailed Usage Report.

The file is in a txt format and includes all 174 school districts. They are in alphabetical order by district. Schools are listed under each district. To sort:

1. Save as a text file.
2. Open a blank Excel worksheet.
3. Go to file>import>select txt file>then select the file you saved >then select tab delimited.

KDE has asked that SchoolNet create a report that can be run on demand by districts and schools; however, until this report is available, the monthly Detailed Usage Report may be accessed.

CIITS Equation Editor Tip Sheet: Several questions have surfaced about creating mathematics equations in CIITS. We have assembled the Equation Editor Tip Sheet for guidance. It is available on the [About CIITS/Support page](#) under Additional Resources or can be downloaded by clicking [here](#).

Teachers Can Create and Share Common Classroom Assessments in CIITS: CIITS has been updated to allow teachers to create and share common assessments. To find reference about how to do this, check out resources posted at the [CIITS Resources and Materials](#) page (located on the training for teachers tab in the Classroom Assessments module resources). An archived WebEx of the most recent Classroom Assessment session is posted at this same location.

College and Career Readiness Plan
CCR Strategy: Persistence to Graduation Tool (PtGT) and Evidence-Based Strategies Toolkit
In order to assist schools and districts in meeting the goals of 2009's Senate Bill 1 and the Commonwealth Commitment to College and Career Readiness, the Kentucky Department of Education developed a tool to assist with identifying students who may be "off track" for graduation and in need of additional support.

The Persistence to Graduation Tool (PtGT) was developed as an ad hoc report in Infinite Campus (IC). A list of students in need of additional intervention is generated based on a weighting of key indicators or risk factors. Students in greatest need based on the indicators are at the top of the list. In school year 2011-12 about 75 districts ran the report.

To accompany the PtGT, KDE compiled the Persistence to Graduation-Evidence Based Strategies Toolkit. These strategies help schools and districts target interventions and supports to students generated in the PtGT report who may be off-track for graduation. While the toolkit provides some resources, it is ultimately up to the school and/or district to determine what interventions are appropriate for students given individual learning needs. This toolkit is available [here](#).

Other resources also available on this website include:

- PtGT training PowerPoint
- Persistence to Graduation Evidence-Based Strategies Toolkit training PowerPoint
- PtGT Frequently Asked Questions
- predictors of in-school and post-school success

Following are some ideas districts may wish to consider to leverage multiple strategies/tools to ensure students are prepared for success.

- Identify students who also may be off-track for graduation as identified through the PtGT as districts advise 8th and 10th graders next year during Operation Preparation.

- Utilize student voice information from the Gallup Poll as districts advice 8th and 10thgraders next year during Operation Preparation.
- Increase engagement in learning and persistence to graduation by establishing a correlation between education and future employment by using the student's Individual Learning Plan (ILP) to individualize interventions that are aligned with goals for life after high school.

For assistance with the PtGT report, or for questions about the Persistence to Graduation-Evidence-Based Strategies Toolkit, please contact April Pieper at april.pieper@education.ky.gov or Bonnie Tomberlin at bonnie.tomberlin@education.ky.gov .

If your district/school has used the PtGT, please submit an example of how the use of this tool has helped promote student success. Please submit your example to Bonnie Tomberlin at bonnie.tomberlin@education.ky.gov.

Assessment and Accountability System
SCAAC Meeting: The School Curriculum, Assessment and Accountability Council (SCAAC) met on November 13 in Frankfort. Agenda items included middle school end-of-course exams and Program Reviews.

Professional Growth and Effectiveness System (PGES) Update

Teacher and Principal Professional Growth and Effectives Steering Committess:
The Teacher Effectiveness Steering Committee met on September 18 and met again on October 29. The agendas and minutes of those meetings are posted here.

The Principal Professional Growth and Effectiveness Steering Committee met on September 28. The agenda and minutes from the meeting are posted here.

PGES Monthly Webcast - A Professional Growth and Effectiveness System (PGES) monthly webcast was held on Wednesday, November 13 with a focus on student growth goals. These webcasts provide an opportunity for everyone, whether you are participating in the field test or not, to learn about the system and have your questions answered. The webcast was recorded and will be posted soon.
The first PGES webcast provided an overview of the system and a focus on observations. Links to archived PGES webcasts can be found on the right side of the PGES Field Test webpage at http://education.ky.gov/teachers/HiEffTeach/Pages/PGES-Field-Test-Districts-.aspx.

PGES Winter Summit - Mark your calendar to attend the PGES Winter Summit. In preparation for the statewide field test in the 2013-14 school year, instructional leaders from all 174 districts will gather at one of four locations (dates and locations below) to learn about PGES and deepen their knowledge about the system. Districts should make plans now to send up to four representatives to participate in one of the summits. Registration information will be available in January.

February 4, 2013	**February 5, 2013**
Ashland – KEDC	Bowling Green – Corvette Museum
February 11, 2013	**February 12, 2013**
Lexington – Fayette County Extension Office	Somerset – Center for Rural Development

Scaling the Professional Growth and Effectiveness System (PGES)
Observations are one measure in Kentucky's new proposed Professional Growth and Effectiveness System. In order to ensure principals are adequately trained and prepared to observe, provide feedback and determine ratings on the Kentucky framework a certification system will accompany the implementation of the new PGES. This certification process allows for the development of a consistent definition for effective teaching and is made possible through a partnership between the Kentucky Association of School Administrators (KASA) and Teachscape.

In preparation for the upcoming statewide pilot and in response to the growing interest from districts/schools, Teachscape is providing an "early bird special" to allow principals access to the Proficiency System. The Proficiency System is an online solution for principal observer training and assessment. Developed in partnership with ETS and Charlotte Danielson, this system promotes high-quality observations by implementing rigorous training for all observers. Participants engage in observation training, practice scoring and an assessment of the observer's ability to accurately evaluate teaching practice using the Danielson Framework.

The cost per participant is $349 through June 30, 2013, but will increase to $366 per participant after that time and entering into the statewide pilot year**. To participate in the "early bird special," districts should contact Shirley LaFavers (shirley@kasa.org) with the following information:**

> **Full Name of Participant(s)**
> **EPSB Identification Number of Participant(s)**
> **E-mail address(s) of Participant(s)**
> **Work site(s) of Participant(s)**
> **Grade Levels Participant(s) Will Be Observing**

Please include a purchase order number (if needed) referenced on the invoice. Participants will receive an e-mail from Teachscape Support with information about accessing the system. Please remember that it may take up to a week to receive access.

In preparation for this certification, principals are strongly encouraged to familiarize themselves with the Kentucky Framework for Teaching before accessing the proficiency system. Resources aligned to each domain of the framework are also available in CIITS through PD360:

- Log in to your PD360 account (http://www.pd360.com/).
- Click on the Focus tab.
- Click on the Danielson Framework Alignment folder.
  - Aligned resources are contained within, categorized by domain and delineated by school level (elementary/secondary).

Kenton principals engage teachers in PD 360: Kenton County conducted a session with all principals on CIITs and PD 360. During the training, all of the principals sent out invitations to their staff to join groups they created. This is a great way to create and interact in professional learning communities.

Teacher of Record: The importance of accurate course code linking is more important than ever. It continues to be very important that districts and schools have linked their local courses accurately to the

Kentucky Uniform Academic Course Codes in Infinite Campus. The accuracy of the LEAD report and the teacher/student data link related to the attribution of student growth data both depend on the accuracy of the linking process at the school and district level.

A step toward this accuracy is to look for missing and invalid course codes. This is a custom report that can be found in IC through this path: KY State Reporting> KDE Reports> Missing or Invalid Course StateCodes

TELL KY Survey 2013 Administration: Planning is in the works for the second TELL Kentucky Survey, which will be administered March 4-29, 2013.

Announcements

TELL Kentucky Winners Circle: In March 2011, educators across Kentucky were given the opportunity to share information about teaching conditions in their schools by participating in the first installment of the TELL Kentucky Survey. The intent of this work is to provide schools, districts and the state with data that can be used for school improvement. Kentucky set a record with a first-time response rate of 82 percent

Based on data from the 2011TELL Kentucky Survey, ten schools were recognized as Winners' Circle Schools. These schools were recognized for the working conditions, school safety and student achievement in their buildings. Winners' Circle schools are being used as examples of best practices for other schools across the state. Click the link below to see videos that share how four of the Winners' Circle schools are using the data they received from the TELL Kentucky Survey.
http://tellkentucky.org/winners_circle

New Approach to Virtual Learning: The Kentucky Department of Education (KDE) is moving from serving as a provider of online courses offered through the Kentucky Virtual High School (KVHS) to a partner in assisting schools in learning about full- and part-time online learning options available through multiple statewide providers.

An initiative of KDE and the Council on Postsecondary Education (CPE) called the Kentucky Virtual Campus for K-12 (KYVC4K12) provides easy access to the state providers and their courses. KYVC4K12's website at http://www.kyvc4k12.org will provide expanded e-learning opportunities for Kentucky students.

Beginning this school year, KDE also will provide lists of digital learning resources that schools, classrooms and districts may use to offer multiple e-learning options to students through blended learning. Support and guidance also will be provided to help schools and districts make the best choices regarding the use of digital content and online courses.

KDE has identified three online course providers accessible through http://www.kyvc4k12.org or directly through these links:
- Barren Academy of Virtual and Expanded Learning (BAVEL)
- Jefferson County eSchool
- Kentucky Educational Television (KET)

Kentucky Continuous Monitoring Process (KCMP) and ASSIST: The [AdvancED](#) Adaptive System of School Improvement Support Tools (ASSIST) is a tool for developing and monitoring CSIPs (Comprehensive School Improvement Plans) and CDIPs (Comprehensive District Improvement Plans) as well as Program Reviews. ASSIST contains processes for needs assessment and allows schools to streamline and enhance their efforts to boost student achievement. It provides a single source for the development, implementation and monitoring of district improvement plans.

As you are probably aware, districts that complete their CDIPs in ASSIST will not be required to complete a separate Kentucky Continuous Monitoring Process (KCMP) plan. The process of planning for students with disabilities will be done as part of the district's comprehensive improvement planning.

All information on building comprehensive school and district improvement plans, including archives of recent webinars and a timeline for school improvement planning**,** can be found at: http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/.

Upcoming Events

The **AdvancED®/UK College of Education Innovation Summit 2012** will engage educators and administrators in a robust conversation about strategies and practices focused on narrowing the global achievement gap. Plenary and concurrent sessions will address P-20 issues surrounding student preparedness for the "next level" at the elementary, secondary and postsecondary levels. The summit will assemble forward thinking members of the Kentucky education community as well as regional and national leaders in education reform to share innovative approaches to drive excellence in our state's system of schools, P-20. Register at http://www.cvent.com/Events/Calendar/Calendar.aspx?cal=3d0aeaf0-be24-47aa-af14-6fab6ce71d51.

Learning Forward Conference: Apply to present at the 2013 Learning Forward Conference in Dallas December 7-11, 2013, and share your expertise with educators from around the world. Submit your proposal to present a session, and join your colleagues in exploring best practices in professional learning. Submit proposals by clicking [here](#). The deadline for proposals is January 31, 2013.

Resources

New ACT report, *A First Look at Higher Performing High Schools: School Qualities that Educators Believe Contribute Most to College and Career Readiness*
http://media.act.org/documents/HigherPerformingHighSchools.pdf

What do science and play have in common? Neuroscientist Beau Lotto thinks all people (kids included) should participate in science and, through the process of discovery, change perceptions. Watch this TED video to find out more.
http://www.ted.com/talks/beau_lotto_amy_o_toole_science_is_for_everyone_kids_included.html?utm_source=newsletter_weekly_2012-10-19&utm_campaign=newsletter_weekly&utm_medium=email

Course Code Resources: The Kentucky Department of Education has created videos to explain various aspects of course codes.

> **Kentucky Uniform Course Code Overview:** Robin Chandler and Cindy Godsey explain the need for the Kentucky Uniform Academic Course Codes and provide an overview of how courses can be linked. Also, Cindy Godsey from the Education Professional Standards Board explains the new

drop-down menu to help further clarify the course-taking experiences for students related to courses such as dual credit, NAF and virtual. For more information, click here. mms://video1.education.ky.gov/On-Demand2012/Uniform_CC_7-18-12.wmv

Coding of Dual Credit Courses: Amy Patterson explains the differences between dual credit earned at the high school and dual credit earned on a college campus. She also explains how to code those courses.
mms://video1.education.ky.gov/On-Demand2012/Dual_credit_7-30-2012.wmv

PLTW courses – Health Sciences: Karen Smith shares clarification on the course codes that should be used for Project Lead the Way courses and the requirements to be a Project Lead the Way site. Also, she discusses what constitutes a career pathway and a preparatory CTE student.
mms://video1.education.ky.gov/On-Demand2012/CC_Biomed_7-13-2012.wmv

KEES regulation changes and impact on co-op courses: Garnetta Barnette explains the changes to the KEES regulation related to credits and coop courses and how to run ad hoc reports to determine invalid and missing courses. Also, she explains how to run the report to verify KEES scholarship eligibility. Laura Arnold explains the definition of a co-op course and shares the course codes that are approved co-op course codes.
mms://video1.education.ky.gov/On-Demand2012/CC_Coop_Ed_7-13-12.wmv

PLTW courses and Pre-Engineering: Mindy Curless shared clarification on the course codes for pre-engineering that should be used for Project Lead the Way courses and those that are non-Project Lead the Way courses. Also, she discusses what constitutes a career pathway and a preparatory career and technical education student.
mms://video1.education.ky.gov/On-Demand2012/CC_EngTech_7-13-2012.wmv

Reminder of KDE News App: The KDE News app for iPhones, iPads and iPods compiles content from KDE to enhance communications on education-related matters across the state. The free KDE News app is available through iTunes at http://itunes.apple.com/us/app/kde-news/id540050869?ls=1&mt=8. The app is designed to provide users with immediate access to many items housed on the KDE website, including:
- *Kentucky Teacher* Magazine
- Messages to Superintendents and Teachers
- Headlines
- Education Commissioner Terry Holliday's Blog
- Videos
- Kentucky Education Technology System (KETS) Tech Tips
- Photo Gallery

Career Cruising Newsletter: Starting in the month of October, Career Cruising launched a new, interactive and easy-to-read HTML-based newsletter format. These newsletters will contain useful tips and tricks to optimize your career development efforts, links to free online training and news about new and upcoming features and developments. These new newsletters will include a section titled Engage and Inspire, which will feature stories from around the country of current users who have found success using Career Cruising. These stories can inspire you, spark creativity and provide you with an opportunity to engage with other users of Career Cruising to learn best practices of career development.

Below are a few helpful tips to ensure you can view the newsletters on all devices:
- To view the images, you can use the "Click here to download pictures" bar at the top of your e-mail program and choose the option that always displays images for this sender.
- If you are viewing the newsletter on a mobile device, you can scroll to the bottom, where you will see a link to "View this Email as a Webpage."

New Occupations Added to the ILP: Over the summer, Career Cruising added six new occupation profiles that cover a variety of career interests, industries and levels of preparation. Each profile contains a detailed description of the tasks, skills and tools involved in the occupation, information on working conditions and typical income, education and training requirements, links to related careers and resources, and two multimedia interviews with people working in the occupation. The new occupations are:
- Driver License Examiner
- Geneticist
- Information Security Analyst
- Municipal Clerk
- Forest Firefighter
- Wildlife Technician

School Counselor Advocacy Webinars: Please join the College Board Advocacy & Policy Center's National Office for School Counselor Advocacy (NOSCA) as it continues its fall series of webinars. These 60-minute, content-packed webinars will provide participants with the information, knowledge and skills to ensure that all students — especially underrepresented student populations — are college- and career-ready.
http://nosca.collegeboard.org/about/own-the-turf?ep_ch=PR&ep_mid=10635927&ep_rid=33080195